Teaching ESL students in mainstream classrooms

A tale of two teachers

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TESMC Project

- TESMC Program
- TESMC in WMR
- School Context
- Participants and approach

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Teaching and Learning Cycle

The teaching and learning cycle promoted through the TESMC course, consists of four stages to scaffold students’ understandings of spoken and written texts:

- **Setting the context**
  - identifying purpose and beginning the research

- **Deconstruction and modeling**
  - examining the organizational structure and language features of texts, modeling texts, developing a metalanguage

- **Joint construction**
  - working with students to produce texts, using the metalanguage

- **Independent construction**
  - supporting students to produce their own texts

(Callaghan & Rothery, 1988; Derewianka, 1990)

Throughout this cycle, students are engaged in a range of contextualized learning tasks which help them to make connections between speaking and listening, reading and writing in English.

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TESMC

- Implementing the TESMC ideas in my classroom meant that the strategies and practices promoted in the course needed to be adapted to cater for learners in the early stages of literacy development.

- With the help of Carmel, I was able to apply the principles to my teaching practice.

- My target was the English language and literacy needs of my ESL students.
  - As students were at differing stages of ESL development, my main concern was to target those students who were struggling with the demands of English language and literacy in my classroom.
Background

- Team teaching situation
- 44 students
- 2 teachers
- 1 teacher aide (5 hours per week)
- Approximately 25% of students come from a background other than English
  - 5% of these students started Prep with no English
- Most of the ESL students in our class were born in Australia, however their exposure to English models of language prior to school was limited.

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Term 3 - Fairytales

Aim - To support students to be able to respond to fairytales shared in class.

In particular, I wanted students to be able to:

- recognise the main characters, settings and events;
- describe the appearance/characteristics of main characters;
- describe events which occurred in the story and retell the story in their own words.
The emphasis was on oral language so that students would:

1. be exposed to models of language needed to complete the task;
2. be exposed to English language structures through interactions with their teacher and peers;
3. have rehearsed the language that they would be required to use in literacy-based tasks.

Students had an opportunity to listen to the language and practise and recycle the language in supported situations before they were expected to attempt any related written tasks.

Models of English language structures and language were provided by the teacher and peers:

- for example: subject/verb/object, ‘Jack stole the harp’;
- simple past tense ‘The goats ate the grass’;
- adverbial phrases of place ‘The first Billy Goat Gruff walked over the bridge’;
- temporal connectives ‘then’, ‘after that’.

* After TESMC: A tale of two teachers, Sandiford, C. 2009
Setting the context

What is happening at this stage?
• Finding out what students already know
• Engaging students and establishing a purpose in a non-threatening setting

What are we achieving?
• Including the diversity of our students
• Enhancing prediction and comprehension skills

*Teaching ESL Students in Mainstream Classrooms. The State of South Australia, Department of Education and Children’s Services, 2006.
Pre-teaching/setting the context

The Three Billy Goats Gruff

second billy goat Gruff

third billy goat gruff

rocks

bridge

troll

first billy goat Gruff
Pre-teaching/setting the context

"The wolf blow the straw house first. Then the second one was the stick house. Then the third was the brick house."
Pre-teaching/setting the context

<table>
<thead>
<tr>
<th>BEGINNING</th>
<th>MIDDLE</th>
<th>END</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sun</td>
<td>She looked in the window</td>
<td>The prince he kissed the girl</td>
</tr>
<tr>
<td></td>
<td>She ate an apple</td>
<td>He rode away the horse</td>
</tr>
</tbody>
</table>

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Pre-teaching/setting the context
Setting the context - language experience
Deconstruction and modelling

What is happening at this stage?

• Examining the structure of model texts
• Looking at language choices
• Modelling text production

What are we achieving?

• Making explicit the patterns in texts and expectations of tasks
• Enhancing the ability to understand and produce spoken and written texts

*Teaching ESL Students in Mainstream Classrooms. The State of South Australia, Department of Education and Children’s Services, 2006.*
Deconstruction and modelling

GINGERBREAD RECIPE

Ingredients:
- 125 grams of butter
- 2 tablespoons of golden syrup
- 3/4 cup of sugar
- 1 beaten egg
- 3 cups of self-raising flour
- Pinch of salt
- 2 teaspoons of ground ginger

Procedure:
1. Melt butter and golden syrup
2. Add sugar and egg and mix
3. Add flour, ginger and salt
4. Knead mixture lightly on floured board
5. Roll out gently
6. Cut and decorate with sultanas
7. Bake at 160°C for 12-15 minutes
8. Cool and eat
Joint construction

What is happening at this stage?

• Working with students to jointly produce a text
• Drawing on shared understandings about the topic and the text

What are we achieving?

• Creating an opportunity to participate in successful text construction
• Showing students the decisions made in constructing a successful text
• Providing a scaffold

*Teaching ESL Students in Mainstream Classrooms. The State of South Australia, Department of Education and Children’s Services, 2006.
Joint construction

HOW TO MAKE PORRIDGE

You will need:
- a stove
- a pot
- a wooden spoon
- oats
- water
- milk
- sugar

Step 1: Mix the oats in the pots.
Step 2: Put the pot on the stove and stir the oats with a spoon.
Step 3: Pour the milk in the pot until it is hot.
Step 4: Scoop the porridge into the bowl and sprinkle some sugar on top.

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Independent construction

What is happening at this stage?

• Supporting students to produce their own texts
• Providing feedback based on shared understandings

What are we achieving?

• Supporting and guiding students in applying new understandings of topic and the text
• Providing explicit feedback on how to improve the text

*Teaching ESL Students in Mainstream Classrooms. The State of South Australia, Department of Education and Children's Services, 2006.
Independent construction
Independent construction

STEP 1 - **Put** the pot on the stove.

STEP 2 - **Put** the oats and the water (in the pot).

STEP 3 - **Mix** the oats and the water.

STEP 4 - **Pour** the porridge into the bowls and **sprinkle** the sugar into the bowl and then **eat** it.
Joint/independent construction
Patterns of English language

1. a gingerbread man. made The farmer’s wife

2. The gingerbread man a cow. saw

3. chased The cow the gingerbread man.
Modelling/joint construction

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Independent construction

Once upon a time, an old woman cooked a gingerbread man. Then she put it in the oven and the gingerbread man ran.

from the man
Then he met a woman. Then he met a cow. Then he
He got eaten.
Independent construction

and he is big
do you goats and he is big
then 3 Billy goats he is

little goats he walked

The second Billy goat walked
the bridge. Troll said not going
over the bridge.

The big Billy goat went over the
bridge and eat you troll said. Troll
not happy, I went off you.

Happy 3 Billy goats eat the grass.

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Independent construction

Jack rescues the magic hen, because
he wanted to have the golden egg.

The giant follows Jack down the beanstalk, because
Jack stole the hen.
Independent construction
Independent construction

- The three little pigs went to a first home and the first one did a straw one.

- The wolf blew the pigs home down he couldn’t blow the brick house down.

- The wolf went down the chimney and he burnt his bottom.
Independent construction

• The mother pig told them to make their own houses.

• The first and second pigs like to play so their houses are not strong. Then the wolf came.

• The third pig worked hard all day so his house is strong. The wolf not get them.

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Modelling/joint construction

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Independent construction

**MY TROLL**

He had a big back.
And his got wings, he had sharp tis' to sat people. He has sharp fingers and has a short tail.

**BY**

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Speaking and listening
FBG: Once upon time there 3 goats. 
*FBG walks over bridge.*  
TROLL: Hey who is that on my bridge? I gunnna gobble you up.  
FBG: No  
TROLL: Ah ah, off you go. 
*FBG walks over bridge and SBG arrives.*  
TROLL: Who that on my bridge?  
SBG: Middle size gruff  
TROLL: I gunna gobble you up. Off you go. 
*SBG walks over bridge, TBG arrives.*  
TROLL: Who’s that my bridge?  
TBG: Is the big billy goat gruff  
TROLL: I gunna gobble you up  
TBG: You can’t gobble me up. I bigger than you. 
*TBG knocks troll off bridge*  
FBG: The end
Key Understandings

Importance of:

- Oral language in the classroom
  - in particular the opportunities that language experience provides

- Allowing students time to listen, practise and recycle language before attempting written tasks.

- Setting classroom activities that scaffold all students’ learning.

- Having high expectations

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TESMC in the Grade 3/4 Classroom
Language backgrounds and language acquisition

- In TESMC we learnt that a student’s proficiency in their first language will affect their success in learning other languages.

- Students who can read and write in their first language are likely to find learning to read and write in another language more accessible.

- Students should continue to develop their first language.

- Teachers should acknowledge this research by learning about their student’s prior language experience.
Sunshine Wheel

- Many ESL students will have different home experiences from other students. They may have the role of translator, carer or other domestic responsibilities. These many roles make up their identity. It is important for teachers to learn about these.
- Having each student in your grade create a sunshine wheel is one way of finding out this information.
- Student’s photograph is placed in the middle of the page.
- Encourage students to write in any other language they speak and to include facts about home responsibilities.

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Sunshine Wheels
The importance of talk

• Small group activities allow for students to experiment using different language structures, vocabulary and to have these modelled to them.

• There are a variety of activities that you can use on a regular basis to allow for this.

• Here are some activities I have used in my grade to encourage talk, the more often they are used, the more confident children become in their speaking and listening.
Activities for talk in the classroom

- **Timed Round Robin**: in groups of four, students are given one minute (less or more according to age) to talk about a particular event (e.g. their weekend). Other students listen to the student and then have their turn. I use this before journal writing, to give students an opportunity to talk about their weekends before writing. (Kagan, S. 2008)

- **Mystery picture race**: similar to describe and draw. Students work in pairs. One student has access to the secret image and the other is the drawer. Student one looks at the secret image and returns to their spot to describe it to the other student who needs to draw it. About three quarters into the time allocation, students swap roles. A prize can be given to the pair who recreates the image with the most accuracy.

- **Describe and draw**: students work in pairs. One student has a secret image; the other has a piece of paper and pencil. The student with the image describes it. The second student must draw what the first student describes. This activity is good for directional language (e.g. at the top left of the page) and descriptive language (e.g. draw a small, red square).

- **Directional language game**: use class “robot” (a student who must follow instructions) or bee-bot (programmable floor robot). Using mathematical and directional language, students instruct the “robot” or bee bot to get to a certain destination. (e.g. take three steps left, take five steps right OR FOR UPPER LEVELS take three steps west, take five steps east, take six south west).
Explicit teaching

• Speaking English as a first language means that language choices are often natural and unconsidered – we say what sounds right.

• ESL students do not have this same reference point and so teaching needs to become more explicit.

• We need to denaturalise that which comes naturally to us, in order to unpack it for the children.
Explicit teaching of grammar and vocabulary

- Each week before journal writing, a grammar focus allows me to explicitly teach grammar and sometimes spelling in a meaningful context.

- Creating class posters gives children an opportunity to refer back to previously covered concepts.

- Posters are also an effective way of recording maths vocabulary.
Examples of posters

When do we use 'est'?

Go When someone or something is the most of something. E.g. tallest, brightest, darkest.
This is called a superlative. There needs to be more than 2. E.g. good, better, best.

When do we use 'ist'?

We add 'isk' to a root word when you can be this thing. E.g. jobs-artist, dentist, political/ideological alignment communist, fascist.

Upper Case Letter

Capital Letter

words that end in -ible are Latin based

There are more words that end in -able than -ible

When a word ends in -able you can 'do' it. E.g. laughable, considerable
Vocabulary walls in numeracy

Right angles:
There are 90° in right angles.
We can make right angles by halving a straight (180°) angle
Eg __________ 180°

Some real-life examples:
The vertices of the speaker
Books
Door
Parking lot
Window
White board
Table

Acute angles:
An acute angle is less than 90°, so it is 1-89°.
If you look at a birds break it is an acute angle. Acute angles are small. Normally small things are cute

 Obtuse angles;
An obtuse angle looks like a banana chair. They have more than 90° but less than 180°.
Explicit teaching of genre

• In term three in my grade 3/4 class 2008, we focussed on The Olympics. Over this term we (my team teaching colleague and I) worked with Carmel to apply some of the learning from the TESMC course.

• To contextualise the unit, in term 2 we had looked at biographies and had a whole text focus. We used activities such as the dictogloss and reconstructing whole texts to give students an understanding of the overall structure of biographies. We noticed that the structure of their texts was appropriate, but their writing at the sentence level was not as informed. We decided to focus on word choice in our unit on the Olympics, our text type was persuasive.
Task – Alien Olympics

What Do I Need To Do?
1) Click here to go to the Summary Page – print it out
2) Go to the following sites: The Olympic Flag
   Olympic Torch Relay
   Lighting the Cauldron
   You can also use books from the classroom and the Library.
3) Put your information onto your summary sheet...use key words.
4) Use this summary information to prepare your explanation to the Aliens.

How Can I Present This?
You can present your explanation:
- Orally with pictures, posters and drawings
- In a slide show (eg. Kid Pix or Hyper Studio)

Your presentation must include:
- A picture of the Olympic Flag
- Your summary sheet with information you gathered
- A point by point argument against each of the Aliens' proposed changes (ie why the proposed change is worse than the original)

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Persuasive writing

• Setting the context – finding out what students know, engaging students and establishing a purpose, enhancing prediction and comprehension.

• Activity 1: Looking at the different kinds of questions – what do we already know about questioning? What are the different kinds of questions and how do we answer them?

*Teaching ESL Students in Mainstream Classrooms. The State of South Australia, Department of Education and Children’s Services, 2006. © 2009 Sandiford, Laught, Sutton
Looking at different questions

On the Ning Nang Nong

On the Ning Nang Nong
Where the Cows go Bong!
and the monkeys all say BOO!
There’s a Ning Nang Nong
Where the trees go Ping!
And the tea pots jabber jabber joo.
On the Ning Nang Nong
All the mice go Clang.
And you just can’t catch ‘em when they do!
So its Ning Nang Nong
Cows go Bong!
Ning Nang Nong
Trees go ping
Ning Nang Nong
The mice go Clang
What a noisy place to belong
is the Ning Nang Nong Nong!!

Spike Milligan

<table>
<thead>
<tr>
<th>Literal</th>
<th>Inferential</th>
<th>Evaluative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why do the mice go clang?</td>
<td>5. How do you think the cows feel about the Ning Nang Nong?</td>
<td>7. Why do you think Spike Milligan wrote this poem?</td>
</tr>
<tr>
<td>3. What do the monkeys do?</td>
<td>6. What if you visited the Ning Nang Nong, would you like it there?</td>
<td>8. An educated and informed opinion about the text</td>
</tr>
<tr>
<td>4. Why do the trees go jabber joo?</td>
<td>2. Looking for clues in the sentence to answer the question.</td>
<td>3. Answered by giving your opinion.</td>
</tr>
</tbody>
</table>

**Literal questions:** 1. Is when the answer is in the sentence or the text.
2. Is a question where the answer is directly in the text
3. The literal question’s answer is exactly in the text.

**Inferential:** 1. There are clues in the text, use the clues to get the answer.
2. Looking for clues in the sentence to answer the question.

**Evaluative:** 1. Your own opinion on the text
2. Answered by giving your opinion.
3. An educated and informed opinion about the text
4. A question that asks your opinion based on the text.

Opinion then backup/proof from text.

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Setting the context continued

• Activity 2: Students read a short text about the Olympic rings and develop literal, inferential and evaluative questions based on the text.
Persuasive writing

• Deconstruction and Modelling – examining the structure of model texts, looking at language choices, modelling text production, making explicit the patterns in texts, developing a shared metalanguage.

• Activity 3: students pair up and interview each other. Focus is on evaluative questions and answering these, not only with opinions, but with proof or evidence to back up the opinion.

• Activity 4: introducing persuasive texts, explore the purpose of persuasive texts via websites, deconstruct persuasive texts to identify argument (usually in the topic sentence) and subsequent proof. Students then complete similar task independently.

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Modality

• Activity 5: the purpose of a persuasive text is to convince other people of your opinion. So the language you use needs to be convincing. Modality allows an author to demonstrate the level of their commitment to an idea. Students were introduced to a range of words and asked to classify them as high, medium or low.
In persuasive writing, we use stronger words in order to be more convincing. By using stronger words, the writer lets the reader know how strongly they feel about the subject.
Cohesive conjunctions in persuasive writing

- Cohesive conjunctions are used in persuasive writing to link ideas.

- Activity 6: looking at cohesive conjunctions, the different categories and giving examples of each term.
Cohesive conjunctions

- **Additive (adding on)**: And, also, as well
- **Comparing**: But, though
- **Temporal (time)**: Finally, firstly, last, after a while
- **Exemplifying (giving examples)**: Consequently, after all, you are likely

### Table: Cohesive Conjunctions

<table>
<thead>
<tr>
<th></th>
<th>Comparing and contrasting</th>
<th>Cause and effect</th>
<th>Exemplifying</th>
<th>Temporal</th>
<th>Additive</th>
</tr>
</thead>
<tbody>
<tr>
<td>However, Similarly,</td>
<td>As a result,</td>
<td>For example,</td>
<td>Initially,</td>
<td>As well,</td>
<td></td>
</tr>
<tr>
<td>In contrast,</td>
<td>Consequently,</td>
<td>To exemplify,</td>
<td>After a while,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likewise,</td>
<td>To this end,</td>
<td>For instance,</td>
<td>Finally,</td>
<td>Moreover,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After all,</td>
<td>In other words,</td>
<td></td>
<td>In addition,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the end,</td>
<td></td>
<td>Furthermore,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>and also</td>
<td></td>
</tr>
</tbody>
</table>

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Cohesive conjunctions

Activity 7: reading a persuasive text, identify cohesive conjunctions and use these to make more accurate predictions. Students can also use highlighters to show which ideas are being linked.
Persuasive writing

• Joint construction – working with students to jointly produce a text, drawing on shared understandings about a topic, create opportunities for successful text construction.

• Activity 8: students think about an issue (in this case the Olympic cauldron and why it should stay the same) and consider the main points and evidence to back up the argument.

*Teaching ESL Students in Mainstream Classrooms. The State of South Australia, Department of Education and Children’s Services, 2006. © 2009 Sandiford, Laught, Sutton
## Persuasive writing table

<table>
<thead>
<tr>
<th>Reason why the lighting of the Olympic Cauldron should not be replaced with an alien ceremony.</th>
<th>Evidence or back up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because it (the lighting of the cauldron) is special to the Olympics.</td>
<td>It is an important tradition upheld by many people. It is a tradition that we have had for a long time, in fact it has been a tradition since the Ancient Olympic Games.</td>
</tr>
<tr>
<td>Because every time we light the flame it is different.</td>
<td>When they light it, it is exciting for example the Barcelona Olympics when the arrow hit the cauldron or the Sydney Olympics.</td>
</tr>
<tr>
<td>Because otherwise we couldn’t have the torch relay.</td>
<td>There would be no flame, it is the finale to the relay.</td>
</tr>
</tbody>
</table>
Joint writing

- Activity 9: Use this table to jointly construct a paragraph on why the Olympic cauldron should stay the same.

I believe the lighting of the cauldron must not be changed because it is special to the Olympics. The lighting of the cauldron is an important tradition upheld by many people across the world. In addition, it is a tradition that we have had for a long time, in fact it has been a tradition since the Ancient Olympic Games.
Persuasive writing

• Independent construction – supporting students to produce their own texts and providing feedback based on shared understandings

• Activity 10: students work independently on their projects.

• Activity 11: student conferences – they share their work with another group and give warm and cool feedback.

• Activity 12: editing and good copies.

*Teaching ESL Students in Mainstream Classrooms. The State of South Australia, Department of Education and Children’s Services, 2006. © 2009 Sandiford, Laught, Sutton
Independent construction

<table>
<thead>
<tr>
<th>Reason why the Olympic Flag should not be replaced with a picture of an Alien Spaceship</th>
<th>Evidence or back up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because if we don’t put the flag up, no one would notice.</td>
<td>Because there was only one person who would notice.</td>
</tr>
<tr>
<td>The Olympic flag represents all nations.</td>
<td>All the colors depend on each country’s flag.</td>
</tr>
<tr>
<td>If it was an alien flag flying somewhere, it wouldn’t mean anything.</td>
<td>Because the Olympic flag is the flag that has flown for so many years.</td>
</tr>
<tr>
<td>In the future, if we put up an alien flag, people would think something is wrong.</td>
<td>People will know.</td>
</tr>
<tr>
<td>Because the alien people were scared and ran away.</td>
<td>We can flag something back to their world.</td>
</tr>
</tbody>
</table>
The Olympic Cauldron

The reason we should not take away the Olympic Cauldron is because it means a lot to people around the earth. Plus, if we take away the cauldron there would not be a torch relay. **WHY THE ALIENS SHOULD NOT ZAP THE CAULDRON TO LIGHT IT.**

If the aliens zap the cauldron to fire the whole stadium could explode, and people could die!!!

The Olympic Flag

The Olympic flag must stay the same because the Olympics has absolutely nothing to do with aliens and space ships, and if we were to have anything similar to that we would have cars and humans!

The torch relay

If we didn’t have a torch relay little kids at home won’t be able to say mummy who’s that Olympic hero and learn more about the Olympic athletes, because there won’t be a Olympic hero to hold the torch!!!
Strengthened knowledge, skills and understandings

One thing that I’ve done in my reading groups is a lot more verbal and oral language talk, so much more talking, supporting them a lot more in their language. Whereas I don’t think I was doing that as well beforehand. I was more focused just on the task at hand whereas now I’m breaking it down a bit more …tackling the task later on down the track, giving them more support and I’m going to continue that because I’ve found that it’s really worked.

(Prep Teacher)

While my activities used to be fun and engaging and interesting, they didn’t move on from each other. They didn’t have a strong structure. I feel that now that when we plan a unit, I’ve got a really strong idea of the language focus that I want them to achieve and I teach it much more explicitly, building up to that rather than just offer a whole bunch of activities that are on that topic but aren’t as connected. And I feel that ESL’s really given me a framework to do that so starting off with a lot of oral language and discussions, and moving into modeling and constructing and deconstruction and shared writing and then independent writing…has really helped me in my literacy planning.

(Grade 3/4 Teacher)
Perceived benefits for all learners

T: Teacher points to first picture
What did she find?
J: She find …hesitates. Teacher asks class to help, students say ‘wheat’…
J: wheat
Teacher points to the next picture
J She find wheat in the water. (She watered the wheat)
Teacher points to the next picture
J She cutted it.
Teacher points to the next picture
J She flour.
T She made the flour.
Teacher points to the next picture
J She mix.
Teacher points to the next picture.
J hesitates.
T: What is she eating?
J: Bread

vocabulary items of the story in her retell, for example, ‘she’, ‘water’, ‘cutted’, ‘flour’, ‘mix’
generalizations about the formation of past tense in English through the use of ‘cutted’.
developing an understanding of the subject-verb-object structure of English sentences, for example, ‘she cutted it’
confidence to produce the language, something that was not as evident earlier in the unit
Perceived benefits for all learners

With our work on persuasive writing, we did some work on modality and really that is something that as you become a more experienced writer comes quite naturally. But I think we’ve introduced quite a difficult concept at quite a young age, but because we’ve done it in a really explicit way, the children now are thinking so much more about their writing and are producing better quality writing and the writing process has become a lot more self conscious almost instead of a natural thing - they are really thinking.

(Year 3/4 teacher)
<table>
<thead>
<tr>
<th>Structure</th>
<th>Joint construction</th>
<th>Language choices</th>
</tr>
</thead>
</table>
| Arguments with supporting evidence | The reason we **should** not take away the Olympic Cauldron is because it means a lot to people around the earth. **Plus**, if we take away the cauldron there **would** not be a torch relay.  

**WHY THE ALIENS SHOULD NOT ZAP THE CAULDRON TO LIGHT IT.**  
*If* the aliens zap the cauldron to fire the whole stadium **could** explode, and people **could** die!!!  

The Olympic flag **must** stay the same because the Olympics has **absolutely** nothing to do with aliens and space ships, and *if* we were to have anything similar to that we **would** have cars and humans!  

*If* we didn’t have a torch relay little kids at home **won’t** be able to say mummy who's that Olympic hero and learn more about the Olympic athletes, because there **won’t** be a Olympic hero to hold the torch!!! | conjunctions/ -conectives (addition)- **plus** (causal)- *if, because*  

**modal verbs**- **should, must, would, could, won’t**  

**conjunction**  

**modal adverb**- **absolutely** |
Collaborative knowledge and practice

The teachers are also sharing what they are doing not only with each other but also across the school and across our network. They’re talking about what they’re doing, how it’s working, why they think it’s working and teachers are team teaching and using those ideas and activities. They have done a staff presentation and produced a lot of handout material for every teacher. They’ve become a resource for the school. It’s become a whole school program and it’s developing strategies which are helping us with our literacy support program as well.

(Principal)
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Teaching ESL students in mainstream classrooms

A tale of two teachers